

## Annual Quality Assurance Report

(Assessment Period: July 01, 2017 to June 30, 2018)

### **Instructions:**

1. All the data/information to be provided in this report is for the duration of July 01, 2017 to June 30, 2018.
2. This being an important document, please be careful, while providing the details.
3. The IQAC Coordinator will preserve all the evidences / proofs related to the information provided.
4. Please stick to the format. Use 'Times New Roman' with 12 point font size. For all dates, please follow dd/mm/yyyy format.
5. Once the draft is ready, discuss it at your Institute Level IQAC. Get the suggestions. If needed modify. Send final soft and hard copies approved by the Institute Level IQAC to the CQAAD latest by **August 01, 2018**. Also, submit the relevant Minutes of Meeting of the Institute Level IQAC to the CQAAD.

Name of the Institute:

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## Part – A

<b>30/10/2.</b>	<b>IQAC Composition and Activities:</b>		
<b>2.10</b>	Total No. of IQAC meetings at the Institute during July 01, 2017 to June 30, 2018:	<b>9</b>	
	<b>IQAC Meeting No.</b>	<b>Dates of IQAC meetings during July 01, 2017 to June 30, 2018 (dd/mm/yyyy format)</b>	
	Meeting -1	25/09/17 (Inst. Of Eminence)	
	Meeting -2	09/10/17 (Inst. Of Eminence)	
	Meeting -3	11/10/17 (Inst. Of Eminence)	
	Meeting -4	12/10/17 (NIRF Ranking)	
	Meeting -5	30/10/17 (Research Plan, IoE)	
	Meeting -6	11/10/17	
	Meeting -7	15/11/17	
	Meeting -8	18/01/18	
	Meeting - 9	09/02/18	
	No. of Meetings with Students by HoI during July 01, 2017 to June 30, 2018:	6	
	No. of Meetings with Alumni by HoI July 01,	8	

		2017 to June 30, 2018:	
		No. of Meetings with Non-Teaching Staff by HoI July 01, 2017 to June 30, 2018:	7
		No. of Meetings with Faculty by HoI July 01, 2017 to June 30, 2018:	10
	<b>2.13</b>	No. Seminars and Conferences organized by the IQAC (related to quality only) during July 01, 2017 to June 30, 2018:	None
		Details of Seminars and Conferences organized by the IQAC related to quality during July 01, 2017 to June 30, 2018 should be provided in <b>Annexure – I</b> in chronological order:	
	<b>2.14</b>	<p>Significant activities and contributions made by IQAC:</p> <ul style="list-style-type: none"> <li>• Organized 7 Quality Enhancement Forums (QEFs) on various aspects of research, ICT Usage, UGC rules on PBAS, Pedagogy, ICT Usage and library resource usage.</li> <li>• Coordinated Peer Faculty Observation process</li> <li>• Visited classes for improving infrastructure facilities</li> <li>• Conducted regular meetings and interactive sessions with faculty member who joined the Institute in the academic year</li> <li>• Conducted induction program for explanation of IQAC and quality processes at the Institute</li> <li>• Conducted detailed session on Course Conduct and delivery of academic content in class</li> <li>• Reported and coordinated with HoI on academic and administrative matters for quality assurance.</li> <li>• Monitored Blog and Course Website for the courses taught across all semesters</li> <li>• Compiled data and coordinated reports for NIRF, SIRO and Institute of Eminence</li> <li>• Coordinated Institute wide Mentoring Program</li> <li>• Coordinated Student Satisfaction Survey in Semester VI</li> <li>• Coordinated Institute-wide faculty feedback by students</li> <li>• Prepared summary reports on various parameters under IQAC</li> </ul>	

		<p><b>2.15</b> Plan of Action by IQAC/Outcome The plan of action chalked out by the IQAC in the beginning of the year (July 01, 2017 to June 30, 2018) towards quality enhancement and the outcome achieved by the end of the year:</p> <table border="1" data-bbox="475 488 1422 2029"> <thead> <tr> <th data-bbox="475 488 962 521">Plan of Action</th> <th data-bbox="962 488 1422 521">Outcome /Achievements</th> </tr> </thead> <tbody> <tr> <td data-bbox="475 521 962 779">Implementation of second phase of OBE</td> <td data-bbox="962 521 1422 779">Post formulation of CLOs and Rubrics in all courses, Assurance of Learning (AoL) across all courses has been initiated. As a next step, monitoring of student groups will be undertaken to narrow down the learning gaps</td> </tr> <tr> <td data-bbox="475 779 962 1220">Enhance clinical aspects of legal education in selected core courses</td> <td data-bbox="962 779 1422 1220">Clinical Professor, Dr. Jyotsna Yagnik has been appointed to undertake and monitor clinical courses. Professional Ethics has been introduced in Semester – II of the new academic structure beginning batch 2018-19. Professional ethics have been strengthened in all courses by emphasizing importance of plagiarism avoidance and best academic practices</td> </tr> <tr> <td data-bbox="475 1220 962 1662">Strengthen Alumni Association and partnership with student body</td> <td data-bbox="962 1220 1422 1662">Alumni Association Chapters have been initiated across major cities. Till now, 5 such chapter meetings have been held. Alumni Committee along with faculty advisor and student office bearers has been formed. Regular meetings will be convened to have a connect with Alumni. AlmaConnect will be utilized to have a regular interaction with alumni.</td> </tr> <tr> <td data-bbox="475 1662 962 2029">Enhance research output of faculty members</td> <td data-bbox="962 1662 1422 2029">In last academic year, A senior faculty member has been given responsibility of coordinating and enhancing research related activities in the Institute. In 2017-18, every faculty member has submitted annual research plan. This n will be monitored on a half yearly basis. Research support will be extended to</td> </tr> </tbody> </table>	Plan of Action	Outcome /Achievements	Implementation of second phase of OBE	Post formulation of CLOs and Rubrics in all courses, Assurance of Learning (AoL) across all courses has been initiated. As a next step, monitoring of student groups will be undertaken to narrow down the learning gaps	Enhance clinical aspects of legal education in selected core courses	Clinical Professor, Dr. Jyotsna Yagnik has been appointed to undertake and monitor clinical courses. Professional Ethics has been introduced in Semester – II of the new academic structure beginning batch 2018-19. Professional ethics have been strengthened in all courses by emphasizing importance of plagiarism avoidance and best academic practices	Strengthen Alumni Association and partnership with student body	Alumni Association Chapters have been initiated across major cities. Till now, 5 such chapter meetings have been held. Alumni Committee along with faculty advisor and student office bearers has been formed. Regular meetings will be convened to have a connect with Alumni. AlmaConnect will be utilized to have a regular interaction with alumni.	Enhance research output of faculty members	In last academic year, A senior faculty member has been given responsibility of coordinating and enhancing research related activities in the Institute. In 2017-18, every faculty member has submitted annual research plan. This n will be monitored on a half yearly basis. Research support will be extended to
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			<p>faculty members pursuing research activity. As part of search initiatives, a Faculty Refresher Program (FRP) was conducted on theme of research. Minor and Major Research Projects funded by University and external agencies will be strengthened.</p>
		Internationalization of curriculum and linkages	<p>Thorough study of course structure, curriculum and best practices will be done in order to gear up for the first step towards internationalization of curriculum. As per plan at the beginning of the year, Institute was able to have MoU with Penn State University, (USA) and HOF University, (Germany). Seven experts have delivered sessions / workshops and distinguished lectures on selected topics. In courses like Jurisprudence, Skill Labs, Foreign Legal Systems, faculty / experts from foreign University have agreed to conduct courses / part of a course. Foreign legal system course was conducted by faculty from Penn State University and HOF University. MoUs / academic arrangements with foreign Universities have been forged for internationalization of curriculum and linkages.</p>

## Part – B

### CRITERION – I

<b>1.</b>	<b>Curricular Aspects:</b>	
	<b>1.2</b>	<p><b>Provide the Details of Flexibility of the Curriculum:</b></p> <ul style="list-style-type: none"> <li>Course Structure, course content and credit allocation revamped in Semester I, VII VIII, IX and X. All law courses have been modified to</li> </ul>

		<p>suit needs of bar and bench and professional practice.</p> <ul style="list-style-type: none"> <li>• Skill Labs have been introduced as a Supplementary course in Semester – I for batch 2018-19.</li> <li>• Choice based Honors Elective introduced for students admitted in Semester – VII is 2018-19 onwards.</li> <li>• Introduction of pool of Institute Elective for students of Semester VII to IX with more than 20 plus options. Implemented for students admitted in Semester VII and IX in 2018-19 onwards</li> </ul>
1.3		<p><b>Feedback from Stakeholders:</b></p> <p><b>Summary of Feedback from the Students:</b></p> <ul style="list-style-type: none"> <li>• Student feedback for faculty: Most of the faculty members have received 3 or more than 3 points out of 5</li> <li>• Patronage to sports and extracurricular activities should be supported by the Institute</li> <li>• It is suggested that Institute should work to strengthen communication skills and so skills of students</li> <li>• Language Lab should be established to enhance English communication.</li> <li>• Faculty members with experience and law practitioners should be given extensive class time to boost placement opportunities / employability of students.</li> </ul> <p><b>Summary of Feedback from the Parents:</b></p> <ul style="list-style-type: none"> <li>• In the two Parent Teacher Meeting conducted in 2017-18, the following points emerged:</li> <li>• All parents unanimously appreciated the culture of discipline and academic rigor.</li> <li>• Mentorship program is appreciated by all parents</li> <li>• Bridge courses / remedial courses were suggested in a few courses where difficulty levels are high. Parents were informed that this issue is under focus and monitoring. Wherever necessary, such interventions are undertaken. Monthly academic review itself, weak learners are identified and necessary course of action is undertaken.</li> <li>• A few parents volunteered to help Institute related activities.</li> </ul>

		<p><b>Summary of Feedback from the Alumni:</b></p> <ul style="list-style-type: none"> <li>• Since 2017-18., Alumni Chapters have been devised to have seamless communication between alumni members and Institute. Alumni Chapters are required to be strengthened by having regular meetings and activities.</li> <li>• The post college alumni experiences are to be shared to students to guide them in their preparation for the professional practice and competence development.</li> <li>• Alumni suggested use AlmaShines / AlmaConnect / LinkedIn and her social media platforms to have a close knit association of students.</li> <li>• A dedicated student alumni office and office bearers of the office should be constituted.</li> </ul> <p><b>Summary of Feedback from the Recruiters/Industries:</b></p> <ul style="list-style-type: none"> <li>• The basic knowledge in law and relevant skill sets are satisfactory as per recruiters. However, they opined that the core courses of law such as Constitutional Law, Contract Law, IPR, Criminal Law and Corporate law should be encourage.</li> <li>• Communication skills and soft skills may be strengthened</li> <li>• Industry relevant, sectoral courses should be strengthened.</li> </ul>
1.4		<p><b>Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.</b></p> <ul style="list-style-type: none"> <li>• In the course structure for batch 2018-19, the following changes have been introduced:</li> <li>• A supplementary course on Skill Labs has been introduced in Semester - I. There will be three such skill labs courses in the five year period.</li> <li>• Professional ethics as a course is introduced in Semester – II.</li> <li>• The credit of Jurisprudence course has been increased from five credits to six credits</li> <li>• All courses of Semester – VII and IX have been revamped.</li> <li>• As per suggestions from various stakeholders, Labour Law course has</li> </ul>

		<p>been introduced and two comprehensive courses in Labour Laws introduced.</p> <ul style="list-style-type: none"> <li>• Taxation Law, which had two courses previously, has been revamped; in the new structure one course on Taxation Law has been adopted.</li> <li>• General Honors has been introduced. Students get wider choice in selection of courses from a bouquet of courses.</li> </ul>
	<b>1.5</b>	<p><b>Any new Department/Centre introduced during the year. If yes, give details.</b></p> <p>Legal Incubation Clinic has been established.</p>

## CRITERION – II

<b>2.</b>	<b>Teaching, Learning and Evaluation:</b>																	
	<b>2.4</b>	No. of Guest Faculty during July 01, 2017 to June 30, 2018:	<b>22</b>															
		No. of Visiting Faculty during July 01, 2017 to June 30, 2018:	<b>22</b>															
		No. of Temporary Faculty during July 01, 2017 to June 30, 2018:																
	<b>2.5</b>	<b>Faculty Participation in Conferences and Symposiums during July 01, 2017 to June 30, 2018:</b>																
	<table border="1"> <thead> <tr> <th>No. of Faculty</th> <th>International Level</th> <th>National Level</th> <th>State Level</th> </tr> </thead> <tbody> <tr> <td>Attended Seminars Workshops</td> <td>2</td> <td>4</td> <td>1</td> </tr> <tr> <td>Presented papers</td> <td>1</td> <td>4</td> <td>0</td> </tr> <tr> <td>Resource Persons</td> <td>2</td> <td>9</td> <td>0</td> </tr> </tbody> </table>	No. of Faculty	International Level	National Level	State Level	Attended Seminars Workshops	2	4	1	Presented papers	1	4	0	Resource Persons	2	9	0	
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<b>2.6</b>	<b>Innovative Processes adopted by the Institution in Teaching and Learning:</b>																	
	<ul style="list-style-type: none"> <li>• Field based study undertaken in course the course, Community and Applied Social Psychology, taught in Semester – II. Jamiyatpura, a village nearby the University was taken a sample for studying various concepts of society, kinship and psychology.</li> <li>• In courses on Tort law, tours were organized to Consumer Education and Research Centre (CERC, Ahmedabad) to understand legal aspects of consumer rights and education.</li> <li>• Seminars were organized in the course on GST</li> <li>• In course on Environment Law, Campus Green Audit conducted.</li> <li>• In the course on Human Rights Law, customized evaluation method</li> </ul>																	

	<p>was introduced; wherein Video Making, Law Toons and Poster Making was administered.</p> <ul style="list-style-type: none"> <li>In Political Science course, students made projects consisting of posters, models of justice delivery mechanism and miniature representations of society. At the end of Semester, exhibition of various models were showcased. The course resulted in understanding the multi-dimensional aspects of Justice.</li> </ul>						
2.7	<b>Total No. of Actual Teaching Days during the Academic Year (2017-18):</b> 192						
2.8	<p><b>Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions):</b></p> <ul style="list-style-type: none"> <li>MCQ Examinations were conducted in two courses</li> <li>MOODLE Based examinations</li> <li>Extensive use of Turitin Software in few courses</li> <li>Class Participation introduced with a weightage of 20 marks uniformly across courses</li> <li>Supplementary examination were conducted</li> <li>Re-CE were conducted in all courses after considering reasons of student absence</li> </ul>						
2.9	<p><b>No. of Internal Faculty Members involved in Curriculum Restructuring / Revision / Syllabus Development as Member of Board of Study / Faculty (example Faculty of Technology, Faculty of Pharmacy, etc.) / Curriculum Development Workshop:</b></p> <table border="1" data-bbox="470 1339 1388 1451"> <thead> <tr> <th>Board of Studies / Area Committees</th> <th>Faculty</th> <th>Curriculum Development Workshops</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>23</td> <td>0</td> </tr> </tbody> </table>	Board of Studies / Area Committees	Faculty	Curriculum Development Workshops	3	23	0
Board of Studies / Area Committees	Faculty	Curriculum Development Workshops					
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2.12	<p><b>How does IQAC Contribute / Monitor / Evaluate the Teaching &amp; Learning Processes :</b></p> <ul style="list-style-type: none"> <li>Adherence and development of teaching learning policy at Institute level</li> <li>Monitoring of course conduct and delivery through Course Conduct Module</li> <li>Rubrics collected from all courses at the end of the Semester.</li> <li>Semester End Review and feedback taken from faculty members for all courses.</li> </ul>						



	<ul style="list-style-type: none"> <li>• Analysis and conduct of Peer Faculty Review process.</li> <li>• Semester wise monitoring of Blogs / Websites</li> <li>• Conducted Quality Enhancement Forums which discussed teaching, learning, assessment and quality improvement processes.</li> <li>• Academic and Administrative Review meetings on regular basis by HoI along with Area Heads</li> <li>• Contribution to policy making and implementation of Mentoring process.</li> <li>• Library Orientation and encouraging students in developing reading habits.</li> <li>• Dissemination of information related to pedagogy and related issues.</li> </ul>																						
<b>2.13</b>	<p><b>Initiatives undertaken Towards Faculty Development:</b></p> <table border="1"> <thead> <tr> <th>Faculty / Staff Development Programmes</th> <th>Number of faculty Benefitted during July 01, 2017 to June 30, 2018</th> </tr> </thead> <tbody> <tr> <td>Refresher Courses</td> <td>48</td> </tr> <tr> <td>UGC – Faculty Improvement Programme</td> <td>2</td> </tr> <tr> <td>HRD Programmes</td> <td>1</td> </tr> <tr> <td>Orientation Programmes</td> <td>11</td> </tr> <tr> <td>Faculty Exchange Programme</td> <td>1</td> </tr> <tr> <td>Staff Training conducted by the University</td> <td>4</td> </tr> <tr> <td>Staff Training conducted by other institutions</td> <td>2</td> </tr> <tr> <td>Summer / Winter schools, Workshops, etc.</td> <td>2</td> </tr> <tr> <td>Industrial Training</td> <td>0</td> </tr> <tr> <td>Others</td> <td>1</td> </tr> </tbody> </table>	Faculty / Staff Development Programmes	Number of faculty Benefitted during July 01, 2017 to June 30, 2018	Refresher Courses	48	UGC – Faculty Improvement Programme	2	HRD Programmes	1	Orientation Programmes	11	Faculty Exchange Programme	1	Staff Training conducted by the University	4	Staff Training conducted by other institutions	2	Summer / Winter schools, Workshops, etc.	2	Industrial Training	0	Others	1
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### CRITERION – III

<b>3.</b>	<b>Research, Consultancy and Extension:</b>	
	<b>3.1</b>	<p><b>Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution:</b></p> <ul style="list-style-type: none"> <li>• Organized Quality Enhancement Forums (QEFs) directed at enhancing research output / sensitization</li> <li>• Keeping track of research progress through meetings and review.</li> <li>• Dissemination of information on Plagiarism and good practices for academic honesty.</li> </ul>

	<ul style="list-style-type: none"> <li>Regular update / dissemination of knowledge on research tools and methods.</li> </ul>																																													
3.2	<p><b>Details regarding Major Projects through External Funding Agencies During July 01, 2017 to June 30, 2018:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Completed</th> <th>Ongoing</th> <th>Sanctioned</th> <th>Submitted</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Outlay In Rs. In Lakhs</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>(Please provide <b>all details</b> as <b>Annexure – II</b> in chronological order)</p>		Completed	Ongoing	Sanctioned	Submitted	Number	0	0	0	0	Outlay In Rs. In Lakhs	0	0	0	0																														
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			National Journals																						
			e-Journals	0	0	0																			
			Conference Proceedings	1	4	0																			
		(Please provide details as <b>Annexure - VI</b> )																							
<b>3.5</b>	<b>Details on Faculty h-Index:</b>																								
	(Please provide <b>all details</b> as <b>Annexure - VII</b> in chronological order): <b>NIL</b>																								
<b>3.7</b>	<b>No. of Books Published during July 01, 2017 to June 30, 2018:</b>																								
	With ISBN No	<b>1</b>	Without ISBN No.	<b>0</b>	Chapters in Edited Books	<b>1</b>																			
	(Please provide <b>all details</b> as <b>Annexure - VIII</b> in chronological order)																								
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<b>3.12</b>	<b>No. of Faculty served as Experts, Chairpersons or Resource Persons during July 01, 2017 to June 30, 2018:</b>					<b>11</b>																			
<b>3.13</b>	<b>No. of Collaborations:</b>																								
	International	<b>9</b>	National	<b>1</b>	Any Other																				
<b>3.14</b>	<b>No. of Linkages created during July 01, 2017 to June 30, 2018:</b>					<b>300</b>																			
<b>3.17</b>	<b>No. of Research Awards / Recognitions received by Faculty and Research Fellows of the University during July 01, 2017 to June 30, 2018:</b>																								
	<table border="1"> <thead> <tr> <th>Total</th> <th>International</th> <th>National</th> <th>State</th> <th>University</th> <th>District</th> <th>Institute</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Dr. Rohit Moonka, Assistant Professor, Institute of Law, who was selected for the prestigious 'The City of Hague Scholarship', attended the 2017 Session on Private International Law conducted by The Hague Academy of International Law (a constituent body of International Court of Justice), Hague, The Netherlands from 31<sup>st</sup> July to 18<sup>th</sup> August, 2017.</li> </ul>							Total	International	National	State	University	District	Institute	4	2	2	0	0	0	0				
Total	International	National	State	University	District	Institute																			
4	2	2	0	0	0	0																			

		<ul style="list-style-type: none"> <li>• Ms Rejitha Nair, assistant professor, ILNU was offered a full scholarship to attend the 95th International Refugee Law Course at the International Institute of Humanitarian Law in Sanremo, Italy.</li> <li>• Dr. Madhuri Parikh awarded 'Prof. Indira Parikh 50 Women in Education Leaders citation' on 5th July 2018 at World Education Congress</li> <li>• Dr. Pranav Saraswat and Ms. Kadambari Tripathi presented a paper titled 'Carbon Credit- Scope and Future Perspectives' at National Conference on Justice Education at Institute of Law, Nirma University. The paper was adjusted as the Best Paper and won the Best Paper Award.</li> </ul>												
	3.25	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="400 779 1458 815"><b>No. of Extension Activities Organized:</b></th> </tr> <tr> <th data-bbox="400 815 1090 965">University Forum</th> <th data-bbox="1090 815 1458 965"><b>No. of Extension Activities Organized during July 01, 2017 to June 30, 2018</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="400 965 1090 1001">Institute Forum</td> <td data-bbox="1090 965 1458 1001">6</td> </tr> <tr> <td data-bbox="400 1001 1090 1037">NCC</td> <td data-bbox="1090 1001 1458 1037">1</td> </tr> <tr> <td data-bbox="400 1037 1090 1072">NSS</td> <td data-bbox="1090 1037 1458 1072">5</td> </tr> <tr> <td data-bbox="400 1072 1090 1108">Any Other</td> <td data-bbox="1090 1072 1458 1108">2</td> </tr> </tbody> </table>	<b>No. of Extension Activities Organized:</b>		University Forum	<b>No. of Extension Activities Organized during July 01, 2017 to June 30, 2018</b>	Institute Forum	6	NCC	1	NSS	5	Any Other	2
<b>No. of Extension Activities Organized:</b>														
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Institute Forum	6													
NCC	1													
NSS	5													
Any Other	2													
	3.26	<p><b>Major Activities during the Year in the Sphere of Extension Activities and Institutional Social Responsibility:</b></p> <p><b>Legal Awareness</b> A legal awareness camp was organized at Jamiyatpura village, Gandhinagar on February 04, 2018 by the members of Legal Aid Clinic, Institute of Law, Nirma University (ILNU). A well-rehearsed and well-executed skit was performed by the students to explain several rights available to labourers and women under various Indian Laws to around 30 residents of the village in a primary school situated over there. They were also encouraged to approach the consultation panel of the legal aid committee for their legal queries and issues. The attendees showed great enthusiasm and response.</p> <p><b>Legal Literacy Camp</b> Legal Aid Clinic of ILNU organized a Legal Literacy Camp at Jamiyat Village, Gandhinagar on March 15, 2018. Mr. Sudhir Desai, Paralegal Volunteer from Gandhinagar District Legal Service Authority delivered the speech on the topic of Women Empowerment and Free Legal Aid. The objective was to deliver the message that law is for the sufferer and the aggrieved irrespective of the gender. Thus, the message was delivered in a way that the power or the rights inferred should not be in any way used for personal gains discarding the soul of natural justice</p> <p><b>Girl Child Awareness camp at Jamiyatpura</b> Aspiring to contribute to the social literacy of needy and poor through its awareness initiatives, the National Service Scheme (NSS) unit of Institute of Law, Nirma University (ILNU), held rally and drama on girl child awareness in Jamiyatpura</p>												

	<p>village, Gandhinagar on Saturday February 24, 2018.</p> <p>A drama was performed by the students to spread the awareness about girl child education among the people of the village. Also, a rally was taken out with slogans like of 'Beti Padhao Bati Bachao' and 'Beti Hai Hmare Desh Ka Gehna' to motivate people of the village towards sending all the girls to primary, secondary and then to higher education.</p> <p><b>Awareness regarding Female Menstrual Hygiene</b>  Women spend around six to seven years of their lives menstruating. Yet the importance of menstrual hygiene is mostly neglected. But in recent time, there is change in this thinking as women come out and start expressing their problems relating to menstrual hygiene openly. As a part of intervention in Jamiyatpura Village, NSS Unit of ILNU distributed sanitary pads among village women and tried to create awareness of about how to use it and what are the consequences when they use simple clothes instead of using sanitary pads. At various instances, more than 250 packs of Sanitary Pads were distributed in the village.</p> <p><b>NSS Residential Camp at Jamiyatpura</b>  NSS Unit of Institute of Law, Nirma University conducted a 7 day residential camp in its adopted village Jamiyatpura - 'Anubhooti' or realisation from 10<sup>th</sup> March, 2018 to 16<sup>th</sup> March, 2018. To experience and realize the problems being faced by those residing in rural areas of Gujarat State.</p> <p>A total of 18 students were part of the 7 days camp. Various social welfare activities were conducted in these seven days. The day used to start with 'Shramdaan' conducted daily for 2 hours in the morning. Volunteers used to generate awareness among the residents regarding Swachh Bharat mission, construction of toilets, cleaning of road and surrounding areas, proper sanitation, throwing of rubbish in the dustbins and keeping surroundings clean. Meetings of residents with the representatives of village panchayat were conducted in the evenings to raise the issues of the village and come to some possible solutions for such issues.</p> <p><b>Seven Days Residential camp at Jamiyatpura</b>  NSS Unit of Institute of Law, Nirma University conducted a 7 day residential camp in adopted village Jamiyatpura - 'Anubhooti' or realisation from 10<sup>th</sup> March, 2018 to 16<sup>th</sup> March, 2018. To experience and realize the problems being faced by those residing in semi-urban parts of the city. A total of 18 students were part of the 7 days camp. Various social welfare activities were conducted in due course of period.</p> <p>The day used to start with 'Shramdaan' which used to be conducted daily for 2 hours in the morning. Volunteers used to generate awareness among the residents regarding Swachh Bharat mission, construction of toilets, cleaning of road and surrounding areas, proper sanitation, throwing of rubbish in the dustbins and keeping surroundings clean.</p> <p>Meetings of residents with the representatives of village panchayat used to be conducted in the evening, to raise the issues of the village and come to some possible solutions for such issues. Various planning and discussion session used to take place in which issues of rural india were discussed and reflection was made on what is done and what is yet to be done.</p> <p>In the free time, volunteers used to teach children of Jamiyatpura village, by</p>
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	<p>introducing to them interactive learning methods.</p> <p>A session was conducted in the village in collaboration with District Legal Services Authority on the topic :</p> <ol style="list-style-type: none"> <li>1. Women Empowerment</li> <li>2. Labour Laws</li> </ol>
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#### CRITERION – IV

4. Infrastructure and Learning Resources:																																									
<b>4.1</b>	<p><b>Details of increase in Infrastructure Facilities during July 01, 2017 to June 30, 2018:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Facilities</th> <th>Existing</th> <th>Newly Created</th> <th>Source of Fund</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of Class Rooms</td> <td style="text-align: center;">23</td> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">23</td> </tr> <tr> <td>No. of Laboratories</td> <td style="text-align: center;">5</td> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">5</td> </tr> <tr> <td>No. of Seminar Halls</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td></td> <td style="text-align: center;">2</td> </tr> <tr> <td>No. of important equipment purchased (<math>\geq</math> 1 lakh) during the current year.</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td></td> <td style="text-align: center;">-</td> </tr> <tr> <td>Value of the equipment (cost above 1 lakh) purchased during the year (Rs. in Lakhs)</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td></td> <td style="text-align: center;">-</td> </tr> <tr> <td>Value of the equipment (cost below 1 lakh) purchased during the year (Rs. in Lakhs)</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td></td> <td style="text-align: center;">-</td> </tr> <tr> <td>Others</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td></td> <td style="text-align: center;">-</td> </tr> </tbody> </table>	Facilities	Existing	Newly Created	Source of Fund	Total	No. of Class Rooms	23	0		23	No. of Laboratories	5	0		5	No. of Seminar Halls	2	0		2	No. of important equipment purchased ( $\geq$ 1 lakh) during the current year.	-	-		-	Value of the equipment (cost above 1 lakh) purchased during the year (Rs. in Lakhs)	-	-		-	Value of the equipment (cost below 1 lakh) purchased during the year (Rs. in Lakhs)	-	-		-	Others	-	-		-
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Others	-	-		-																																					
<b>4.2</b>	<p><b>Computerization of Administration and Library:</b></p> <p>No additional facility created</p>																																								
<b>4.5</b>	<p><b>Computer, Internet access, Training to Teachers and Students and any other Programme for Technology Up-gradation (Networking, e-Governance etc.):</b></p> <ul style="list-style-type: none"> <li>• Information for Google Class room provided</li> <li>• User information for MIS</li> <li>• Blog creation and course website</li> <li>• Moodle Training</li> <li>• ORCID –</li> <li>• Turn-it-in Software training</li> </ul>																																								

**CRITERION – V**

5.	<b>Student Support and Progression:</b>
5.1	<p><b>Contribution of IQAC in Enhancing Awareness about Student Support Services:</b></p> <ul style="list-style-type: none"> <li>• Updation of student facilitation by providing relevant information</li> <li>• Student representatives and student body members made aware of all the systems in place and seek their support in spreading further awareness.</li> <li>• Orienting students on various schemes / policies and initiatives by Institute / University for student support</li> <li>• Working with various committees at the Institute and contributing to student progression</li> <li>• Mentoring support and guidance provided to all students.</li> <li>• Soft Skills training given to students s part of Professional Training Course</li> <li>• Several student committees were created to give students a platform to showcase their talents and organizational skills.</li> </ul>
5.2	<p><b>Efforts made by the Institute for Tracking the Progression:</b></p> <p>Within Institute:</p> <ul style="list-style-type: none"> <li>• Academic progress monitored through monthly academic review</li> <li>• Mentorship process for monitoring the counselling needs and individual progress of student</li> <li>• Attendance review (done by Student Section)</li> <li>• Continuous Evaluation (CE) and relevant monitoring to identify weak / slow learners</li> <li>• Director meets the class representatives and batch representatives on a regular basis and gets their feedback</li> <li>• Mentors allotted for each students who counsel them from time to time.</li> <li>• Conveners are there for each semester who monitor the progress of students</li> <li>• Workshops, Training programs and certificate courses are conducted to</li> </ul>

	<p>further develop skills amongst the students.</p> <p>Alumni:</p> <ul style="list-style-type: none"> <li>• Once the student passes out, Alumni Committee calls regular meetings to know progress</li> <li>• Alumni Chapters are held across major cities to connect with alumni body</li> <li>• AlmaConnect is used to strengthen networking between students and Institute.</li> <li>•</li> </ul>																						
<b>5.4</b>	<p><b>Details of student support mechanism for coaching for competitive examinations (If any):</b></p> <ul style="list-style-type: none"> <li>• Initiated Judiciary training classes</li> <li>• Initiated Competitive Exams Corner</li> <li>• Career Counselling support through CRC</li> <li>• Professional training Modules</li> </ul>																						
	<table border="1"> <tr> <td><b>No. of Student Beneficiaries during July 01, 2017 to June 30, 2018:</b></td> <td><b>843</b></td> </tr> </table>	<b>No. of Student Beneficiaries during July 01, 2017 to June 30, 2018:</b>	<b>843</b>																				
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<b>5.5</b>	<p><b>No. of Students Qualified in these Examinations:</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>During July 01, 2017 to June 30, 2018</b></th> </tr> </thead> <tbody> <tr> <td><b>NET</b></td> <td>8</td> </tr> <tr> <td><b>SET/SLET</b></td> <td>--</td> </tr> <tr> <td><b>GATE</b></td> <td>--</td> </tr> <tr> <td><b>GPAT</b></td> <td>--</td> </tr> <tr> <td><b>CAT</b></td> <td>--</td> </tr> <tr> <td><b>PG-CLAT</b></td> <td>30</td> </tr> <tr> <td><b>IAS/IPS</b></td> <td>--</td> </tr> <tr> <td><b>State PSC</b></td> <td>--</td> </tr> <tr> <td><b>UPSC</b></td> <td>--</td> </tr> <tr> <td><b>Any Other (Cleared Gujarat Judicial Services Exams)</b></td> <td>3 Students cleared Judiciary Services Examination</td> </tr> </tbody> </table>		<b>During July 01, 2017 to June 30, 2018</b>	<b>NET</b>	8	<b>SET/SLET</b>	--	<b>GATE</b>	--	<b>GPAT</b>	--	<b>CAT</b>	--	<b>PG-CLAT</b>	30	<b>IAS/IPS</b>	--	<b>State PSC</b>	--	<b>UPSC</b>	--	<b>Any Other (Cleared Gujarat Judicial Services Exams)</b>	3 Students cleared Judiciary Services Examination
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<b>UPSC</b>	--																						
<b>Any Other (Cleared Gujarat Judicial Services Exams)</b>	3 Students cleared Judiciary Services Examination																						
<b>5.6</b>	<p><b>Details of Student Counselling and Career Guidance:</b></p> <ul style="list-style-type: none"> <li>• <b>Clinical Workshop on Campus to Court Room: Clinical Pedagogy for Practice Ready Professionals</b> A three-day clinical workshop on Campus to Court Room: Clinical Pedagogy for Practice Ready Professionals was organized from March 15 to 17, 2018. Ms. Jane Schukoske, Former CEO, S. M. Sehgal Foundation, New Delhi conducted the workshop. The workshop was conducted in order to develop skills among the students and to explore various tools, techniques and models to engage the students inside and outside the classrooms so as to learn through experience and develop a habit of reflection.</li> <li>• <b>Workshop on Patent Drafting and Specification Drafting by Mr Sandeep Rathod</b></li> </ul>																						



		<p>A Workshop on <i>Patent Drafting and Specification Drafting</i> was organized by ILNU for Semester VIII from January 8 to 10, 2018 and on March 16 &amp; 17, 2018. Mr. Sandeep Rathod, Assistant General Counsel (VP) - India &amp; Emerging markets at Mylan Laboratories Limited, Hyderabad conducted the workshop.</p> <ul style="list-style-type: none"> <li>• <b>Workshop on Mediation and Training</b> The Institute, in collaboration with CADR, Mumbai, organized two workshops on Arbitration Training as a part of the clinical paper of ADR for the students of Semester VIII. The first workshop on Mediation Training was conducted from January 29 – 31, 2018. Mr. Firdoshali Kassam Karachiwala (Master Trainer, Supreme Court Committee on Mediation) conducted this workshop</li> <li>• <b>Contentious Issues under Companies Act, 2013: The Practice &amp; Procedure</b> The Institute organized Expert Panel Discussion on “Contentious Issues under Companies Act, 2013: The Practice &amp; Procedure” on 17<sup>th</sup> March 2018. Advocate Saurabh N. Soparkar, Chartered Accountant &amp; Advocate Gujarat High Court, Advocate Pavan S. Godiawala, Advocate, Gujarat High Court, and Mr Nagesh Sood, Visiting Professor &amp; Advocate, Gujarat High Court were the panelist and shared their experience and interacted with the students.</li> </ul> <p><b>Wahura Training and Student Soft Skills Assessment</b> was done to understand placement readiness of students. After assessment of students’ communication, reasoning, interview skills and legal acumen, the data was shared with students. Required counselling was given to students so that they are able to prepare better for professional life.</p>		
		<table border="1"> <tr> <td data-bbox="384 1099 1066 1171"><b>No. of Students Benefitted through Student Counselling and Career Guidance</b></td> <td data-bbox="1066 1099 1471 1171">800</td> </tr> </table>	<b>No. of Students Benefitted through Student Counselling and Career Guidance</b>	800
<b>No. of Students Benefitted through Student Counselling and Career Guidance</b>	800			
5.8		<p><b>Details of Gender Sensitization Programmes:</b></p> <ul style="list-style-type: none"> <li>• All students and faculty members were addressed by gender experts on the subject of Sexual Harassment and the legal and behavioural aspects.</li> <li>• Mel Flagnan, Circuit Court Judge and Adjunct Professor University of Wisconsin, Milwaukee, USA delivered an expert lecture titled ‘Implicit Bias’ in February 2018.</li> <li>• NSS Students and faculty coordinator conducted awareness program titled ‘Beti Bachao’ in Jamiyatpura village. A session was conducted in the village in collaboration with District Legal Services Authority on the topic : 1. Women Empowerment 2. Labour Laws  Session was conducted by Mr.Sudhirbhai Desai.</li> </ul>		
5.11		<p><b>Student Organised / Initiatives:</b> <b>Fairs:</b></p> <table border="1"> <tr> <td data-bbox="384 1951 1007 2022"></td> <td data-bbox="1007 1951 1471 2022">during July 01, 2017 to</td> </tr> </table>		during July 01, 2017 to
	during July 01, 2017 to			

				<b>June 30, 2018</b>	
			State/ University Level	16	
			National Level	5	
			International Level	0	
		<b>Exhibition:</b>			
				<b>during July 01, 2017 to June 30, 2018</b>	
			State/ University Level	16	
			National Level	0	
			International Level	0	
	<b>5.12</b>	<b>No. of Social Initiatives Undertaken by the Students: 9</b>			
	<b>5.13</b>	<b>Major Grievances of Students (if any) Redressed: NIL</b>			

## CRITERION – VI

<b>6.</b>	<b>Governance, Leadership and Management:</b>	
	<b>6.3</b>	<b>Quality Improvement Strategies Adopted by the Institute for each of the Following:</b>
		<b>6.3.1 Curriculum Development:</b>
		<b>Pre-Curriculum Development:</b>
		<ul style="list-style-type: none"> <li>• Before the structure, content and nature of courses are decided, a systematic study of national and international institutions, agencies and Universities is done to understand the trends and approaches.</li> <li>• Experts / Academic mentors are called in to deliberate upon the course structure and syllabus content.</li> <li>• Members of Board of Studies are also consulted before the curriculum development</li> <li>• Faculty members are asked to prepare a detailed outline of course with specific Course Learning Outcomes</li> <li>• The Curriculum is presented for scrutiny in the BoS meetings.</li> <li>• Once approved, periodic review are done to check for changes amendments.</li> </ul>
		<b>Post-Introduction of Curriculum:</b>

		<ul style="list-style-type: none"> <li>• Once the course is taught, a detailed analysis is done on student feedback</li> <li>• If necessary, mentors are involved in the process of re-consideration of the curriculum structure.</li> <li>• Area Heads are asked to seek for necessary changes in case of a call for change from faculty's side.</li> <li>• A Committee is formed to look to changes to the curriculum.</li> <li>• Once the draft is ready, the same again tables at the BoS</li> </ul>
		<p><b>6.3.2 Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Submission of Course Module with detailed explanation about the CLOs, Teaching Examination Scheme, Lesson Plan, Micro Teaching plan and CE Evaluation scheme and description of nature of tests to be conducted as part of CE.</li> <li>• The Course Module is presented in a meeting attended by all faculty members of Institute. After getting feedback, the changes are incorporated.</li> <li>• Timely conduct of academic activities through Academic Review</li> <li>• Submission of Essential Reading Material (ERM) and Reference Reading Material (RRM)</li> <li>• Monitoring of Blog and Course Website</li> <li>• Training on Google Classroom</li> <li>• Re-drafting of CLOs in line with PLO and GA's</li> <li>• Question paper moderation</li> <li>• Taking feedback from students with respect to their academic needs.</li> <li>• Conducted Quality Enhancement Forums at regular intervals</li> <li>• For each and every conduct and mechanism involved in teaching learning, there is a clear cut policy document which needs to be adhered to. IQAC Coordinator, along with HoI, Area Head and Conveners ensure that the policies are followed in letter and spirit.</li> </ul>
		<p><b>6.3.3 Examination and Evaluation:</b></p>

		<ul style="list-style-type: none"> <li>• Orientation to faculty members and students is done before the semester begins so that there is utmost clarity of examination system and rules.</li> <li>• Strengthened internal evaluation through Formative Assessment instead of only written components.</li> <li>• Students given a second chance to improve their performance (Re-FA).</li> <li>• Question paper moderation at HoI level / Area Head level.</li> <li>• Conducted Moodle Tests in a few courses</li> <li>• Faculty members were sensitized about common errors in assessment.</li> </ul>				
		<p><b>6.3.4 Research and Development:</b></p> <ul style="list-style-type: none"> <li>• Identification of thrust areas</li> <li>• Formation of faculty groups as per their interest and expertise</li> <li>• Annual Plan and commitment is taken from faculty members for observance of plan.</li> <li>• Half Yearly and Quarterly review of Research Progress is done</li> <li>• Proper training and sensitization is done to enhance research output</li> <li>• Plagiarism guidelines of the University communicated to all stakeholders to avoid an conduct of academic dishonesty.</li> <li>• QEFs of funding, research methods and subject specific research material is circulated.</li> <li>• UGC List of Journals and other necessary platforms are identified for publication</li> <li>• Participation in Conferences / seminar is allowed only in case of paper presentation</li> <li>• University Minor and Major research policy is discussed for further awareness</li> <li>• Experts are called to deliver lectures on research processes and tools.</li> </ul>				
		<p><b>6.3.5 Library, ICT and Physical Infrastructure / Instrumentation:</b></p> <table border="1" data-bbox="411 1921 1394 2029"> <tr> <td data-bbox="411 1921 692 2029">Carpet area of Library (in sq.</td> <td data-bbox="692 1921 876 2029">6200.13 Sq. Feet</td> <td data-bbox="876 1921 1129 2029">No. of seats in the reading space</td> <td data-bbox="1129 1921 1394 2029">148 in Library 98 in Reading</td> </tr> </table>	Carpet area of Library (in sq.	6200.13 Sq. Feet	No. of seats in the reading space	148 in Library 98 in Reading
Carpet area of Library (in sq.	6200.13 Sq. Feet	No. of seats in the reading space	148 in Library 98 in Reading			

mts.)			Room
Photocopying facility in the Library	Y	Printer facility in the Library	Y
Scan facility in the library	Y	Internet access in the library	Y
No. of Library staff	5	No. of Library staff with degree in Library Mgmt.	3
Computerization of Library functions like books search, indexing etc.	Y	Library services on internet/intranet	Y
Availability of Digital Library content	Y		
Total no. of computers in the Library for general access	13 Opac/Database Access	Total no. of printers in the Library for general access	<b>1 for Staff</b>
<b>NUMBER OF BOOK FOR TECHNICAL SUBJECTS DURING THE YEAR 2017-2018</b>			
No. of Titles & Volumes Added During the Cumulative Year 2017-2018		Total No. of Titles & Volumes as on 31/03/2018	
Title	Volumes	Title	Volumes
<b>273</b>	<b>333</b>	<b>7416</b>	<b>9369</b>
<b>NUMBER OF BOOK FOR SCIENCE &amp; HUMANITIES DURING THE YEAR 2017-2018</b>			
No. of Titles & Volumes Added During the Year 2017-2018		Cumulative Total No. of Titles & Volumes as on 31/03/2018	
Title	Volumes	Title	Volumes

146	149	2028	2425
NO.OF PERIODICALS / JOURNALS INCLUDING EJOURNALS DURING THE YEAR 2017-2018			
Added during the year 2017-2018		Cumulative Total as on 2017-2018	
<b>2 Print</b>		<b>81 Print + 2364 Online</b>	
OTHER MATERIAL WHICH INCLUDES SOFTWARE ICDS ICASSETIES OTHER AUSIOVISUAL MATERIALS			
Added during the year 2017-2018		Cumulative Total as on 31/03/2018	
<b>37</b>		<b>446</b>	
<b>6.3.6 Human Resource Management:</b>			
<ul style="list-style-type: none"> <li>• Training programs and Refresher Programs conducted for staff and faculty members</li> <li>• Two faculty members visited foreign Universities for academic purposes. Required administrative support is provided to encourage academic development.</li> <li>• Administrative decisions involve considerations on gender balance, diversity and academic versatility.</li> </ul>			
<b>6.3.7 Faculty and Staff Recruitment:</b>			
Both internal and external sources are considered for recruitment			
Qualifications and individual – Institute match is considered in selection process			
<b>6.3.8 Industry Interaction / Collaboration:</b>			
<ul style="list-style-type: none"> <li>• Inviting industry professional for expert lectures</li> <li>• Industry individuals invited for moot court judgments</li> <li>• Industry representatives involved as mentors for Research Centres and as resource person for conferences</li> <li>• Involvement of industry experts in Professional Training programmes conducted for students enrolled for placement.</li> <li>• Student assessment by Industry expert, practitioners form Bar and Bench</li> </ul>			
<b>6.3.9 Admission of Students:</b>			

		<ul style="list-style-type: none"> <li>• Getting good quality student is the first and foremost priority of the Institute. Thus, wide campaigning is done across mediums / media throughout the country.</li> <li>• Best features of the Institute were widely publicised through spcial / electronic media</li> <li>• Admission process completely on online basis. All processes – from admission to cancellation is online in nature.</li> <li>• Social Media, Google, Facebook and other online avenues of marketing were explored</li> <li>• 7 seminars / open house interactions were conducted by admission team for live interaction with law aspirant students</li> <li>• Gave advertisements on online portals and soft copy / hard copy publication of prospectus</li> </ul>
	<b>6.11</b>	<p><b>Activities and Support from the Alumni Association:</b></p> <ul style="list-style-type: none"> <li>• 5 alumni Chapters opened across major cities of the country</li> <li>• Alumni Committee is formed</li> <li>• Enrolment of Alumni on Alma Connect under process.</li> <li>• Alumni are given priority in CRC interactions</li> <li>• Alumni achievements are flashed on social media platforms to strengthen alumni connect with institute.</li> <li>• Alumni reflection series was conducted</li> <li>• Alumni is also called in as Mentor for final year students.</li> </ul>
	<b>6.13</b>	<p><b>Development Programmes for Support Staff:</b></p> <p>Training programme conducted for Supporting Staff.</p>

**CRITERION – VII**

<b>7</b>	<b>Innovations and Best Practices:</b>	
<b>7.1</b>	<b>Innovations introduced during this academic year which have created a positive impact on the functioning of the institution:</b>	
	<ul style="list-style-type: none"> <li>• Created Alumni Chapters in five major cities across the country. The objective was to have a connect with the students and know how they have fared in their professional life. Data on student progress was difficult to collate. Institute was also eager to know how the academic inputs can be modified to suit student and industry needs.</li> <li>• In order to get the best possible students to get admission at ILNU, several open house sessions were conducted within the institute and across cities such as</li> <li>• Started Skill Lab courses in Semester – I covering skills like Communication Skills, Adaptability Skills, Decision making and Critical Thinking Skills, Self Awareness Skills and Assessing and Analyzing Skills.</li> <li>• Introduced Choice Based Honors in Semester IX</li> <li>• Revamped curriculum across semesters.</li> </ul>	
<b>7.2</b>	<b>Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year:</b>	
	<b>Plan of Action</b>	<b>Action Taken Report</b>
	Implementation of second phase of OBE	Post formulation of CLOs and Rubrics in all courses, Assurance of Learning (AoL) across all courses has been initiated. As a next step, monitoring of student groups will be undertaken to narrow down the learning gaps
	Enhance clinical aspects of legal education in selected core courses	Clinical Professor, Dr. Jyotsna Yagnik has been appointed to undertake and monitor clinical courses. Professional Ethics has been introduced in Semester – II of the new academic structure beginning batch 2018-19. Professional ethics have been strengthened in all courses by emphasizing importance of plagiarism avoidance and best academic practices
	Strengthen Alumni Association and partnership with student body	Alumni Association Chapters have been initiated across major cities. Till now, 5 such chapter meetings have been held. Alumni



				Committee along with faculty advisor and student office bearers has been formed. Regular meetings will be convened to have a connect with Alumni. AlmaConnect will be utilized to have a regular interaction with alumni.	
		Enhance research output of faculty members		In last academic year, A senior faculty member has been given responsibility of coordinating and enhancing research related activities in the Institute. In 2017-18, every faculty member has submitted annual research plan. This n will be monitored on a half yearly basis. Research support will be extended to faculty members pursuing research activity. As part of search initiatives, a Faculty Refresher Program (FRP) was conducted on theme of research. Minor and Major Research Projects funded by University and external agencies will be strengthened.	
		Internationalization of curriculum and linkages		Thorough study of course structure, curriculum and best practices will be done in order to gear up for the first step towards internationalization of curriculum. As per plan at the beginning of the year, Institute was able to have MoU with Penn State University, (USA) and HOF University, (Germany). Seven experts have delivered sessions / workshops and distinguished lectures on selected topics. In courses like Jurisprudence, Skill Labs, Foreign Legal Systems, faculty / experts from foreign University have agreed to conduct courses / part of a course. Foreign legal system course was conducted by faculty from Penn State University and HOF University. MoUs / academic arrangements	

	<div data-bbox="403 197 1350 344" style="border: 1px solid black; padding: 5px;"> <p>with foreign Universities have been forged for internationalization of curriculum and linkages.</p> </div>
<p>7.3</p>	<p><b>Give Two Best Practices of the Institution as per the Format Provided in</b></p> <p style="text-align: center;"><b><u>Best Practices</u></b></p> <p style="text-align: center;"><b>Best Practice – I</b></p> <p style="text-align: center;"><b>Title of the Practice: Developing Global Outlook of Students</b></p> <p>In order to manage the student progression and for the academic and administrative environment, it is incumbent on the administration to not only introspect about activities and systems but also generate a policy environment that creates a global outlook in the students. Since last two academic years, Institute has encouraged faculty and stents to visit foreign Universities and Institutions for research and academic pursuits. Till now, faculty members have visited seats of higher such as Hague, San Marino, Italy, South Korea, Sri Lanka, Penn State University in United States, HOF University in Germany, Dubai, Singapore, Nepal and other countries in South east Asia. After these visits, it was a fruitful exchange of understanding, practices and ethos of higher education across the globe. Further reflection brought the Institute to the realization that it is high time to build a global outlook and consciousness amongst students to further their academic and professional pursuits.</p> <div data-bbox="427 1245 1031 2000" style="text-align: center;"> <pre> graph TD     A((Developing Global Outlook of Students)) --- B((Relevant Courses))     A --- C((Course Delivery by Foreign Experts))     A --- D((Collaboration / Linkages))     A --- E((Learnings Outlook Change))     A --- F((Relevant Courses))             </pre> </div>

**Objectives of the Practice:**

1. Help students develop a wider understanding of law, practice and professional life
2. As an learning institution, a need was felt to benchmark global practices and evolve as an organization
3. Explore possibilities of student exchange, faculty exchange and foreign collaborations

**The Context:**

The internationalization of laws and coming together of new forums of dispute resolution such as arbitration and mediation required a shift in the approach to curriculum development, pedagogy and content management. Students cannot be restricted to exposure of Indian laws alone as this would impact their future prospects in a broad manner. Learning international laws from faculty from respective systems seemed to be the best bet to enhance student exposure. It was decided that Legal Systems such as American, European and Chinese Legal Systems as courses should be taught by faculty members from the respective legal systems. Further, experts in various fields of law were invited to deliver distinguished lecture. Through tele-conferencing too, a few experts were involved in teaching certain topics from the course. Overall, the global perspective was required to be developed amongst the students by academic initiatives.

**The Challenges:**

Though the practice has lot of merits, there were certain challenges:

1. Difficulty in accessing experts in certain domain areas.
2. Student reservations in changing their traditional approach of learning
3. Matching student needs with foreign professional's expertise
4. Scheduling a planning the coordination of course delivery

**The Practice:**

A need was felt to approach this issue in a step-by-step manner. The first step was to allow faculty members to frequent foreign Universities and Institutions. Next, communication needs to be established between different institutions. With links with a few academicians and administrators, proposals were sent to selected list of institutions which have made a mark in the arena of law and practice. Before the next semester, appropriate changes in courses were accommodated to ensure that faculty from other Universities are able to conduct courses. Once the faculty / expert is with the Institute, a faculty coordinator is appointed to closely monitor the whole process. Dean and a faculty team worked to ensure that the best possible outcome is achieved through this practice.

**Uniqueness in the context of Indian Higher Education:**

In law schools, unlike other professional courses, the global outlook is greatly missing. Emphasis is generally on honing Indian legal environment and academic requirements. Our students will get an added advantage with a global outlook; with relevant skills.

**Constraints / Limitations:**

1. Time / scheduling limitations
2. Student's ability to adjust to new pedagogy / method
3. Extra efforts required to appear in courses from other / foreign legal systems
4. Administrative constraints

**Evidence of Success:**

1. Due to the sustained efforts of the Institute, a steady stream of students is opting for higher education in foreign Universities.
2. There is increased selection of course options with international prospects
3. Alumni have emphasized the continuance of this practice as it gives advantage at the time of recruitment and enhances job prospects.
4. Student feedback is good. Students enjoy the process and have started thinking in global perspective.

**Problems Encountered and Resources required:**

- In the initial phase, there is lack of focus and required attention to courses related to foreign legal systems due to traditional mindset of students. Faculty team had to really work hard in convincing about the relevance of the course.
- Administrative and scheduling problems

Resources Required:

- Administrative support is required
- A well coordinated team effort is required
- Relevant funding

Development of required course curriculum

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**Best Practice – II**

**Title of the Practice: Course Module**

Course Module is the document prepared by the course coordinator. The module outlines the course content, course learning outcomes (CLOs), approved syllabus, expectations of the faculty member, lesson plan, micro teaching plan,

assessment rubrics, Continuous Evaluation (CE) schedule as the major aspects apart from enlisting 17 different items that guide the students as to how a particular course will be delivered along with the important resources on which the course delivery depends on. The document is prepared after deliberations with the entire faculty team so that all possible avenues of improving course delivery are ensured. It has been observed that the content becomes richer and interesting due to the inter-disciplinary nature of deliberations that are adopted at the time of development of the course module. The practice promotes transparency, accountability and administrative monitoring of the course delivery process.

**Objectives of the Practice:**

1. Develop a mechanism of communication between the teacher and taught regarding the course delivery process
2. Help develop the building blocks of OBE implementation.
3. Set standards of class performance by enlisting assessment rubrics in line with course learning outcomes
4. Share common course delivery practices across the Institute / courses and programs
5. Ensure academic and planning at faculty, student and Institute level.

**The Context:**

The Institute offers undergraduate and postgraduate programs covering more than 60 courses. The courses are taught by across law, commerce, management and humanities discipline. The courses are further classified as foundation, core, clinical, supplementary, modular and enrichment courses. When so many courses are delivered at a time, the Institute needs to have semblance in course delivery to maintain high quality standards. In order to implement Outcome Based Education Model, the seamless unification and cogency of the University goals, Institute goals, program level goals and course outcomes it is required that a uniform methodology of course delivery is adopted. Course module content has been carefully chosen to achieve semblance in quality in course delivery process across semesters and courses.

**The Challenges:**

1. A good amount of time needs to be devoted to deliberate and finalize each and every course module
2. Faculty members need to have a positive approach towards suggestions and must incorporate changes to create a course module which serves Institute goals along with discipline specific standards.

3. Observance of the course module at all times is a challenge as the plan may not be executable due to exigencies
4. Students must know all aspects of the course module. Without sensitizing the students, the entire exercise may not give the desired results.
5. The dates of assessment, tests and evaluation components must be decided after due consultation with the faculty team of the entire semester. This is a challenge as consensus is difficult to arrive due to variations in the nature of courses.

**The Practice:**

Before the semester begins, the Faculty members are asked to fill Google Sheet with subject preference. Every faculty is given freedom to choose the course of their liking and core subject knowledge. Looking at the interest area of faculty member, Institutional requirement and course availability, Academic Coordinator, in consultation with Director of the Institute finalizes the course allocation for faculty members who will be teaching in the ensuing semester. Once the course distribution is over, faculty members are given ample time to prepare and read extensively so that they can model the course delivery process. At Institute level, Course Module Policy with the following elements is notified as the structure of the Course Module:

- A. Course Title / Course Code / Teaching and Examination Schemes
- B. Course Learning Outcomes (CLO)
- C. Course Syllabus
- D. List of Books / Reference books / E-books
- E. Course related Important Web-links
- F. Video Lectures, if available (like NPTEL, MOOC, IMP You-tube Lecture.)
- G. List of International / National Journals related to the Course
- H. Unit / sub-unit wise content of the syllabus and list of case law and research articles etc.
- I. List of advanced topics (seminar topics) related to the course
- J. Course related own blog and other such blogs (address)
- K. Micro Teaching Plan
- L. Lesson Plan (as per Format)
- M. Structured Tutorial/Seminar/Clinical planning with design of clinical exercise and problems (wherever applicable – as per the format mentioned hereinafter)
- N. Formative Assessment Scheme (As per Format)
- O. Assessment Mapping with CLO with rubric (as per bloom taxonomy)
- P. Lectures (Bullet Points or PPTs)
- Q. Self Study Material
- R. List of world leading PSUs Law firms, organizations / working on the course related areas
- S. List of world leading Law Experts / Academicians working on the course related areas
- T. List of simulative exercise (wherever applicable)
- U. Suggested text book (standard one title)
- V. Question Bank (Optional) including Quizzes / MCQs (Optional)

	<p>W List of classic papers / articles / review papers related to the course (Optional)</p> <p>X PPTs and Handouts</p> <p>Y ERM and RRM</p> <p>Z Ten Commandments for students.</p> <p>All aspects of the above said items are developed by the faculty members and a soft copy is emailed for approval and correction to the Area Head of respective disciplines. After due corrections at the Area Head level, the course module presentation schedule is prepared and a minimum of two week's time is given so that faculty members are well prepared. An all faculty meeting is convened by the HoI to discuss and deliberate upon the course modules. These sessions run for the entire day with appropriate breaks in between.</p> <p>The Area Heads are responsible to record the suggestions from the faculty team. What is interesting in the process is the fact that faculty members from different disciplines share their insights in making the course more relevant and interesting. After final approval of the course, faculty members upload the module on the Course Website for reference to students and other stakeholders.</p> <p><b>Uniqueness in the context of Indian Higher Education:</b></p> <ol style="list-style-type: none"> <li>1. In the context of Indian Higher Education, we believe that such a comprehensive course module ensures:</li> <li>2. Seamless communication between different stakeholders and the faculty in-charge of the course</li> <li>3. Transparency, responsibility and accountability from the faculty and student side.</li> <li>4. Less grievances from students with respect to course delivery and conduct.</li> <li>5. Builds mechanisms for new faculty member to adopt the Institute / University academic standards and processes with ease.</li> </ol> <p><b>Constraints / Limitations:</b></p> <ol style="list-style-type: none"> <li>1. Time consuming process</li> <li>2. Demand complete faculty involvement in the process</li> <li>3. Course module need to be monitored to ensure that the stated objectives are attained by faculty and student</li> <li>4. Students must use the module for academic planning and time management.</li> <li>5. Changes in scheduling / event planning should be avoided at all times</li> </ol> <p><b>Evidence of Success:</b></p> <ol style="list-style-type: none"> <li>1. Student feedback on the system is favorable</li> <li>2. Parents can access the module and learn about the academic schedule of the ward</li> <li>3. Course module has been appreciated by academicians and other stakeholders</li> </ol>
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		<p>4. Semester plan and academic administration is easier with the course module system</p> <p><b>Problems Encountered and Resources required:</b></p> <ol style="list-style-type: none"> <li>1. Convincing students on the benefits of the practice were difficult.</li> <li>2. No change in scheduling is permissible due to the plan administered through the course module.</li> <li>3. Getting honest feedback about the module of fellow faculty from faculty colleague needs a lot of efforts from the management</li> <li>4. Constant monitoring is required to ensure proper implementation.</li> <li>5. A team of faculty members are required to develop the structure of course module.</li> </ol>
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8.	<p><b>Plans of the Institute for Next Year:</b></p> <ul style="list-style-type: none"> <li>• Strengthen research output at faculty and student level</li> <li>• Promote extension activities and social contribution by the Institute</li> <li>• Strengthen alumni association</li> <li>• Develop skill development amongst students</li> <li>• Enhance use of ICT and green practices</li> <li>• Provide placement and training support to students across semesters</li> </ul>
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Name & Signature of IQAC Coordinator

Name & Signature of the HoI